



Syllabus delivery audit 2023

Teacher and Head of Learning Area
(HoLA) handbook

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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School Curriculum and Standards Authority

Street address: 303 Sevenoaks Street CANNINGTON WA 6107

Postal address: PO Box 816 CANNINGTON WA 6987

Phone: (08) 9273 6300

General email: info@scsa.wa.edu.au

Web: www.scsa.wa.edu.au

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Section 1: Document preparation

The syllabus delivery audit (SDA) in 2023 will be conducted for the following Years 11 and 12 General and ATAR courses:

| Learning Area | Course |
|--------------------------------|---|
| Arts | Year 11 ATAR Design Year 11 ATAR Music Year 12 ATAR Media Production and Analysis Year 12 ATAR Drama |
| Humanities and Social Sciences | Year 11 General Aboriginal and Intercultural Studies Year 11 ATAR Economics Year 12 ATAR Geography Year 12 General Geography |
| Languages | Year 11 ATAR French: Second Language Year 11 ATAR Italian: Second Language Year 11 ATAR Japanese: Second Language Year 11 ATAR Hindi: Second Language Year 11 ATAR Hindi: Background Language Year 11 ATAR Korean: Second Language Year 11 ATAR Korean: Background Language Year 11 ATAR Tamil: Second Language Year 11 ATAR Tamil: Background Language Year 12 ATAR Chinese: First Language |
| Science | Year 11 ATAR Psychology Year 12 ATAR Biology Year 12 ATAR Human Biology |
| Technologies | Year 11 ATAR Computer Science Year 11 ATAR Design |

Requirements

As set out in the *WACE Manual*, every student studying a WACE course must be provided with the:

- school's senior secondary assessment policy
- syllabus
- school's course outline
- school's assessment outline.

These documents must be available to students before teaching begins. They can be provided as a hard copy or digitally, if the school ensures that all students have adequate access in this format.

The SDA reviews the school's course outline and assessment outline.

Course outline

The teacher determines the sequence in which the syllabus content will be taught and the timing of delivery. The school must provide this information to the students, before teaching begins, in the form of a course outline.

The format for a course outline is a school decision, but each outline must indicate:

- the timing of delivery
- the sequence in which **all** the syllabus content will be delivered.

Information about the assessment tasks can be included in the course outline, but is not essential because it is included in the assessment outline.

Assessment outline

The teacher determines the tasks that will be used to assess student performance, except for the externally set task (EST) for Year 12 General and Foundation courses which is set by the Authority and administered by the school. The set of tasks must conform to the assessment requirements as specified in the assessment table of the syllabus. This ensures that the planned assessment tasks provide students with the opportunity to demonstrate their achievement of the knowledge, skills and understandings that they have acquired in their study.

The set of tasks in the assessment outline must provide a comprehensive sampling of the syllabus content. The number of assessment tasks is determined by the teacher. Teachers should limit the use of small-value tasks and focus on developing tasks that accurately reflect the assessment type in the syllabus.

The format for an assessment outline is a school decision, but each outline for a pair of units must include the following information:

- the number of tasks to be assessed
- a general description of each task
- the assessment type, as prescribed in the syllabus
- an indication of the syllabus content on which each task is based
- the approximate timing of each task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
- the weighting of each assessment task
- the weighting of each assessment type, as prescribed in the assessment table of the syllabus.

A sample course outline and assessment outline for each pair of units is available on the relevant course page on the Authority website at <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>.

Note: while the Authority provides sample course and assessment outlines for guidance, it is the expectation of the Authority that teachers will develop documents customised to reflect their school's context and the needs of the student cohort.

Syllabus delivery audit review criteria

Each course outline will be reviewed using the following criteria.

| Course outline | Options |
|---|---|
| includes all the content from the current syllabus | <ul style="list-style-type: none"> meets requirements revise the course outline using the current syllabus revise the course outline to remove content that is not in the current syllabus revise the course outline to include all content from the current syllabus |
| provides an appropriate timing for the delivery of the syllabus content | <ul style="list-style-type: none"> meets requirements revise the course outline to provide an appropriate timing of delivery of the syllabus content |
| provides an appropriate sequence for the delivery of the syllabus content | <ul style="list-style-type: none"> meets requirements revise the course outline to provide an appropriate sequence of delivery of the syllabus content |

Each assessment outline will be reviewed using the following criteria

| Assessment outline | Options |
|---|--|
| uses the assessment types specified in the syllabus | <ul style="list-style-type: none"> meets requirements revise the assessment outline using the assessment types specified in the assessment table of the current syllabus |
| uses assessment type weightings which conform to the assessment table in the syllabus | <ul style="list-style-type: none"> meets requirements revise the assessment outline to meet the assessment type weightings specified in the assessment table of the current syllabus revise the assessment outline to ensure assessment task weightings add to the assessment type weighting revise the assessment outline to ensure assessment type weightings add to 100 revise the assessment outline to ensure assessment task weightings add to 100 revise the assessment outline to ensure all assessment task weightings are a minimum of 5%* |
| includes an appropriate number of tasks | <ul style="list-style-type: none"> meets requirements revise the assessment outline to ensure that the number of assessment tasks of each assessment type is consistent with syllabus requirements decrease the number of assessment tasks to avoid over-assessment revise the assessment outline to ensure that the total number of assessment tasks is no greater than eight* |
| provides a representative sampling of the syllabus content | <ul style="list-style-type: none"> meets requirements revise the assessment outline to provide a representative sampling of the syllabus content revise the assessment outline to remove assessment of content that is not in the current syllabus |

| Assessment outline | Options |
|--|---|
| includes a description of the syllabus content for each task | <ul style="list-style-type: none"> • meets requirements • revise the assessment outline to include a description of the syllabus content for each task • revise the assessment outline to include a description of the nature of each task |
| indicates appropriate timing of the assessment tasks | <ul style="list-style-type: none"> • meets requirements • revise the assessment outline to include the timing of each assessment task (i.e. the week the task will be conducted or the start and submission date of a task) |
| is consistent with the course outline | <ul style="list-style-type: none"> • meets requirements • revise the assessment outline to ensure that the scheduling of the assessment tasks matches the sequence of delivery in the course outline • revise the course outline and/or the assessment outline to ensure consistency with the naming of each assessment task • revise the course outline and/or the assessment outline to ensure consistency with the timing of each assessment task • revise the course outline and/or the assessment outline to ensure consistency with the language used for each assessment task |

Note: *applies only to new Year 11 and Year 12 syllabuses introduced in 2023

Preparation for uploading files

Schools are required to upload two separate documents (i.e. a course outline and an assessment outline) for each of the selected courses being delivered at the school.

The files to be uploaded can be either a **Word® document** or in **.pdf format**.

Note: the SDA software will not accept files larger than 3MB in size.

Larger files can be reduced before uploading. The following link provides one way of reducing the file size: http://www.officetooltips.com/word_2013/tips/compress_the_pictures_in_a_document.html.

File naming conventions

Schools are required to ensure that each file is correctly named according to the following naming convention: **course unit code, underscore, document type, file format**.

Note: the SDA software will not accept a document if an incorrect file name is used.

The examples in the table below include **.pdf**, **.doc** and **.docx**, which are the acceptable formats.

| Description of document | Convention | Example |
|---|--|---------------|
| A Word document for Foundation Year 11 English course outline | F (Foundation) E (Year 11) ENG (English) _ (underscore) CO (course outline) .docx (Word document) | FEENG_CO.docx |
| A Word document for Foundation Year 11 English assessment outline | F (Foundation) E (Year 11) ENG (English) _ (underscore) AO (assessment outline) .doc (Word document) | FEENG_AO.doc |
| A .pdf document for General Year 11 Modern History course outline | G (General) E (Year 11) HIM (Modern History) _ (underscore) CO (course outline) .pdf (pdf document) | GEHIM_CO.pdf |
| A .pdf document for Foundation Year 12 Mathematics assessment outline | F (Foundation) T (Year 12) MAT (Mathematics) _ (underscore) AO (assessment outline) .pdf (pdf document) | FTMAT_AO.pdf |
| A Word document for General Year 12 Materials Design and Technology Wood course outline | G (General) T (Year 12) MDT (Materials Design and Technology) W (Wood) _ (underscore) CO (course outline) .doc (Word document) | GTMDTW_CO.doc |

Note: there are no spaces in the file names.

Checklist for teachers

| # | Activity | Check |
|----|--|--------------------------|
| 1. | Check that there are two documents for each course; a course outline and an assessment outline. Note: if the Authority's sample documents have been used, they must be customised to reflect the school context and the student cohort. | <input type="checkbox"/> |
| 2. | Check that the documents meet the requirements set out in the <i>WACE Manual 2023</i> using the review criteria (see page 3). | <input type="checkbox"/> |
| 3. | Check that both files are correctly named according to the required file naming convention (see page 5). | <input type="checkbox"/> |
| 4. | Check that the file name matches the document contents, e.g. FEENG_CO contains a course outline for English (see page 5). | <input type="checkbox"/> |
| 5. | Check that two files have been provided for each course. | <input type="checkbox"/> |
| 6. | Check that all files are less than 3MB in size. | <input type="checkbox"/> |

Section 2: Actioning reports

The school coordinator will provide a copy of the report DOA005 – School Report Detailed for the relevant course to the teacher/HoLA.

For each course, the result of the audit for both the course outline and the assessment outline is listed with the review criteria in the left column of the table, and the options selected by the reviewer in the right column. The options are either **meets requirements** or a statement that details the action/s that need to be taken to meet the Authority’s requirements. A statement marked in red indicates major non-compliance and urgent action/s need to be taken to meet the Authority’s requirements. A statement marked in blue indicates the action/s that need to be taken to meet the Authority’s requirements.

Where actions are required, these must be addressed as soon as possible, and access to modified/new documents provided to students.

| The course outline | |
|---|--|
| includes all the content from the current syllabus | revise the course outline using the current syllabus |
| provides an appropriate timing for the delivery of the syllabus content | revise the course outline to provide an appropriate timing of delivery of the syllabus content |
| provides an appropriate sequence for the delivery of the syllabus content | revise the course outline to provide an appropriate sequence of delivery of the syllabus content |

| The assessment outline | |
|---|---|
| uses the assessment types specified in the syllabus | meets requirements |
| uses assessment type weightings which conform to the assessment table in the syllabus | revise the assessment outline to ensure assessment task weightings add to the assessment type weighting |
| includes an appropriate number of tasks | decrease the number of assessment tasks to avoid over-assessment |
| provides a representative sampling of the syllabus content | meets requirements |

Teachers should discuss the report with the relevant HoLA and review the documents against the report provided by the school coordinator.

Note: if the teacher is unable to identify the required action from the report DOA005, contact with the Principal Consultant for the course should only be made by the HoLA (see Appendix 1).

The following table provides explanatory notes for each of the options indicated in the detailed school report. Use the table to inform amendments to the documents.

Course outline

| Options | Explanatory notes |
|---|--|
| <ul style="list-style-type: none"> revise the course outline using the current syllabus revise the course outline to remove content that is not in the current syllabus revise the course outline to include all content from the current syllabus | <p>Check the course page on the Authority website to ensure that you:</p> <ul style="list-style-type: none"> are using the current syllabus have included all topics in the syllabus content have included all strands from the syllabus have not included content from a superseded course have not included content from a textbook that is not in the syllabus |
| <ul style="list-style-type: none"> revise the course outline to provide an appropriate timing of delivery of the syllabus content | <p>Check the course outline to ensure that:</p> <ul style="list-style-type: none"> there is not too much/too little time spent on a particular section of the course |
| <ul style="list-style-type: none"> revise the course outline to provide an appropriate sequence of delivery of the syllabus content | <p>Check the course outline to ensure that:</p> <ul style="list-style-type: none"> content is not taught out of sequence the content is taught before the assessments are administered if the Authority sample has been used, that it is customised to reflect the school context and the student cohort |

Assessment outline

Refer to the assessment pages of the syllabus, including the assessment table and information below the table, to check for errors in the assessment outline.

| Options | Explanatory notes Teachers should ensure that: |
|---|---|
| <ul style="list-style-type: none"> revise the assessment outline using the assessment types specified in the assessment table of the current syllabus | <ul style="list-style-type: none"> all assessment types are included assessment types match those in the syllabus assessment types have not been combined the correct title for each assessment type is used the task/s reflect the description of the assessment type in the syllabus |
| <ul style="list-style-type: none"> revise the assessment outline to meet the assessment type weightings specified in the assessment table of the current syllabus revise the assessment outline to ensure assessment task weightings add to the assessment type weighting revise the assessment outline to ensure assessment type weightings add up to 100 revise the assessment outline to ensure assessment task weightings add up to 100 | <ul style="list-style-type: none"> assessment task weightings are included assessment type weightings are included assessment type and task weightings match the assessment table in the syllabus assessment type and assessment task weightings add up to 100 |
| <ul style="list-style-type: none"> revise the assessment outline to ensure that the number of assessment tasks of each type meets the requirement of the current syllabus decrease the number of assessment tasks to avoid over-assessment | <ul style="list-style-type: none"> each assessment type is assessed at least twice or as specified in the syllabus for English, a speaking/listening assessment is included at least twice special requirements for specific courses have been met |

| Options | Explanatory notes Teachers should ensure that: |
|---|---|
| | <ul style="list-style-type: none"> exercise completion is not included as an assessment task multiple tasks/types are not covered in one assessment task |
| <ul style="list-style-type: none"> revise the assessment outline to provide a representative sampling of the syllabus content revise the assessment outline to remove assessment of content that is not in the current syllabus | <ul style="list-style-type: none"> multiple assessment tasks do not assess the same content all content areas are assessed all content assessed is in the syllabus syllabus content is listed (text references are not used to describe content) |
| <ul style="list-style-type: none"> revise the assessment outline to include a description of the syllabus content for each task revise the assessment outline to include a description of the nature of each task | <ul style="list-style-type: none"> syllabus content is indicated in task descriptions |
| <ul style="list-style-type: none"> revise the assessment outline to include the timing of each assessment task (i.e. the week the task will be conducted or the start and submission date of a task) | <ul style="list-style-type: none"> timing for all assessments is included semester/term and week are specifically indicated in the assessment outline |
| <ul style="list-style-type: none"> revise the assessment outline to ensure that the scheduling of the assessment tasks matches the content delivery in the course outline revise the course outline and/or the assessment outline to ensure consistency with the naming of each assessment task revise the course outline and/or the assessment outline to ensure consistency with the timing of each assessment task revise the course outline and/or the assessment outline to ensure consistency with the language used for each assessment task | <ul style="list-style-type: none"> timing for all assessments is included semester/term and week are specifically indicated in the assessment outline assessment tasks are administered after the content has been taught task numbers, titles or content do not differ timing of assessments do not differ task weightings do not differ |

Checklist for teachers

Advise students of any changes and provide access to, or a copy of, the new course outline and/or assessment outline, as required.

| # | Activity | Check |
|----|--|--------------------------|
| 1. | Amend the document or, in some cases, create a new document. | <input type="checkbox"/> |
| 2. | Provide students with access to the amended/new document. | <input type="checkbox"/> |
| 3. | Explain to the students that amendments have been made to the previous document. | <input type="checkbox"/> |
| * | Amended documents should not be re-uploaded to SIRS2. | <input type="checkbox"/> |

Summary

| Situation | Action required by the school |
|---|--|
| Meets requirements | Nil |
| <p>One or more criteria are not met for a particular course</p> <p>The actions required are listed next to each criterion that has not been met.</p> | <ul style="list-style-type: none"> Oversee the required amendments to the document or, in some cases, create a new document. Provide the students with access to the amended document. Explain to the students that amendments have been made to the previous document. |

Appendix 1: Principal Consultant contacts

| Course | Principal Consultant | Phone | Email |
|--|----------------------|-----------|--|
| ARTS | | | |
| Year 11 ATAR Design | Claire Hodge | 9273 6342 | Claire.Hodge@scsa.wa.edu.au |
| Year 11 ATAR Music | Nick Fielding | 9273 6756 | Nick.Fielding@scsa.wa.edu.au |
| Year 12 ATAR Drama | Max Leech | 9273 6740 | Max.Leech@scsa.wa.edu.au |
| Year 12 ATAR Media Production and Analysis | Gemma Wright | 9273 6783 | Gemma.Wright@scsa.wa.edu.au |
| HUMANITIES AND SOCIAL SCIENCES | | | |
| Year 11 General Aboriginal and Intercultural Studies | Carolyn Fleischer | 9273 6735 | Carolyn.Fleischer@scsa.wa.edu.au |
| Year 12 General Geography | | | |
| Year 12 ATAR Geography | | | |
| Year 11 ATAR Economics | Nick Ognenis | 9273 6354 | Nick.Ognenis@scsa.wa.edu.au |
| LANGUAGES | | | |
| Year 11 ATAR French: Second Language | Sonia Low | 9273 6725 | Sonia.Low@scsa.wa.edu.au |
| Year 11 ATAR Italian: Second Language | Nadia Civa | 9273 6355 | Nadia.Civa@scsa.wa.edu.au |
| Year 11 ATAR Japanese: Second Language | Lisa Djanegara | 9273 6382 | Lisa.Djanegara@scsa.wa.edu.au |
| Year 11 ATAR Hindi: Second Language | Adriana Douglas | 9273 6784 | Adriana.Douglas@scsa.wa.edu.au |
| Year 11 ATAR Hindi: Background Language | | | |
| Year 11 ATAR Korean: Second Language | | | |
| Year 11 ATAR Korean: Background Language | | | |
| Year 11 ATAR Tamil: Second Language | | | |
| Year 11 ATAR Tamil: Background Language | | | |
| Year 12 ATAR Chinese: First Language | Nadia Civa | 9273 6355 | Nadia.Civa@scsa.wa.edu.au |

| Course | Principal Consultant | Phone | Email |
|-------------------------------|----------------------|-----------|--|
| SCIENCE | | | |
| Year 11 ATAR Psychology | Mandy Hudson | 9273 6755 | Mandy.Hudson@scsa.wa.edu.au |
| Year 12 ATAR Biology | Julie Weber | 9273 6381 | Julie.Weber@scsa.wa.edu.au |
| Year 12 ATAR Human Biology | | | |
| TECHNOLOGIES | | | |
| Year 11 ATAR Computer Science | David Donnelly | 9273 6350 | David.Donnelly@scsa.wa.edu.au |